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ABSTRACT

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in his individual discipline); public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the 16 students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, fulltime employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum. (SBH)

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DEVELOPING AND IMPLEMENTING A VOCATIONAL EDUCATION AWARENESS PROGRAM FOR HANDICAPPED STUDENTS IN THE CHEROKEE HIGH SCHOOL

by

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Submitted In Partial Fulfillment Of The
Requirements For The Degree of Doctor
Of Education, Nova University

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ABSTRACT

The purpose of this practicum is to develop and implement an innovative inderdisciplinary Vocational Education program to fulfill the special and unique needs of handicapped learners at Cherokee High School, Canton, Georgia. It focuses on assisting handicapped learners to develop competencies necessary to succeed and advance in a chosen occupation. The program seeks input from teachers to ascertain the interdisciplinary approach, prospective employers to tap the resources of the business and industrial community, parents to gain insight into their problems and aspiration, and students to encourage attitudes favorable to the development of competencies.

The need is demonstrated; the program developed, and evaluated. Subsequent investigation reveals that students participating in the program improved their competencies necessary to enter into and advance in a chosen occupation.

INTRODUCTION

The concept of a Vocational Education Awareness Program for handicapped students is new to Cherokee High School. Hence, certain students have been denied equal educational opportunities in the high school program.

In developing a program to fulfill this need, the method that appears most feasible for Cherokee High School is an individualized and personalized interdisciplinary approach. In developing the program, input is sought from teachers, prospective employers, the business and industrial community, parents, and students. From the beginning an effort has been made to move or mainstream the handicapped learners into as much of the regular program as possible.

The primary goal of this program is to provide selected handicapped learners with the competencies necessary to enter into and advance in a chosen occupation. If the program is to achieve this goal it must not only be responsible for the teaching of academics, but also for the individual's personnal, social and occupational growth, development, and adjustment. Occupational training is not thought of as specific vocational training, but as general training in those characteristics which are desirable in an employee. Some of the traits emphasized in the instructional program that strongly affect performance on the job are: punctuality, appearance, dependability, adaptability, ability to get

along with other persons, attitude, initiative, willingness to accept suggestions and safety on the job. The program tries to develop those habits and attitudes which will enable the learner to become an efficient employee.

For several reasons it is mandatory for the program to contain work experience for the learner in order to create situations whereby he/she can function like an employee. The program's work experience pattern consists of two stages-- in-school and out-of-school work experience. These experiences are supplemented with class field trips to industries in the community.

In order to accomplish these objective, the Vocational Education Awareness Program was developed in three stages-- developmental, student selection, and instructional.

PHASE ONE: Developmental

PURPOSE: This phase was used to establish the Vocational Education Awareness Program concept within the school and communtiy. A vocational specialist was employed, an interdisciplinary team appointed, roles and responsibilities defined, and an in-service program initiated.

PHASE TWO: Student Selection

PURPOSE: In this phase the learners were identified and selected to participate in the program. Adequate attention was given to scheduling, counseling, and placement of selected students.

PHASE THREE: Instructional Program

PURPOSE: This phase was used to prescribe and conduct an individualized and personalized instructional program for each of the selected learners.

The implementation of the program was complex because of the interweaving of an interdisciplinary instructional system with training stations in the school and community. Implementation of the program was further complicated by the great flexibility, resulting from options from which the handicapped learners could choose.

During the different stages of the program's development, feedback was sought and received by the practitioner (this writer) for both formative and summative evaluation. Positive and negative reactions from participants were noted as well as their specific comments regarding student progress and achievement. These evaluations formed the basis of recommendations made to the Cherokee County Board of Education for continuing the Vocational Education Awareness Program.

DEVELOPING AND IMPLEMENTING A VOCATIONAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS IN THE CHEROKEE HIGH SCHOOL

By Edwin R. Casey*

THE NEED FOR A VOCATIONAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS

The Problem

Enrolled in the Cherokee High School are from two to three percent handicapped students for which the school did not provide the same opportunity to an education existing for the non-handicapped. These students, because of their mental, physical, emotional, or learning problems, were failing to gain the necessary competencies to enter into and advance in a chosen occupation. Therefore, it was felt the school had a responsibility to provide these handicapped students with equal opportunities by helping them gain competencies and succeed in their chosen occupation.

Rationale

There was a definite need for providing equal opportunities for handicapped students to gain competencies for entry into

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and advancement in a chosen occupation. This practicum has evolved because existing programs have failed to fulfill this need. This program is based on the assumption, handicapped learners can be productive and self-sufficient individuals if they are provided with the necessary occupation preparation. The fact these students are handicapped cannot be changed in many instances, but programs must be modified to the degree of the individual's handicap (s) but not to the point where the handicapped students are removed from the mainstream of the secondary program. A vocational oriented interdisciplinary approach seems the best method for providing learners these opportunities in the Cherokee High School.

DEFINITION OF HANDICAPPED STUDENTS

Handicapped students to be served by this special needs program will be classified as those students who are mildly handicapped. This general classification will include students with a handicap or handicaps in the broad general area of mentally, physically, or emotionally handicapped. Included under this general classification are the following specific handicaps:

1. Mentally Handicapped - The rate of intellectual development will range from one-half to three-fourths normal intellectual growth. (IQ's from the low 50's to near normal). The larger majority of these students with certain exceptions can succeed in secondary school programs.

2. Hearing Impaired - Any student who has difficulty in hearing normal conversational tones-the hearing is defective, but functional with or without a hearing aid.

3. Speech Impaired - Speech is considered defective when it deviates from average speech, calls attention to itself, interferes with communication, or causes the possessor to be maladjusted, the major categories are: (1) articulatory disorders which will account for about 80 percent, (2) voice disorders, (3) stuttering, (4) delayed speech, and (5) speech disorders associated with cleft palate, hearing problems or cerebral palsy.

4. Visually Impaired - Children to be served include those with visual handicaps resulting from congential defects, eye diseases, severe refractive errors, injuries to the eye and poor eye coordination.

5. Behavioral Disorder - Inappropriate behavior that is both distracting and disrupting to the point that it places undue pressure on the teacher and the rest of the students.

6. Physically Handicapped - Students who have limited self-mobility because of muscular neuro-muscular handicaps. Examples are: cerebral palsied, musular dystrophy, multiple sclerosis, polio, heart conditions, spina bifida, club feet, scolosis, bone cysts, etc. These students may or may not require special assistance, depending on the severity of the handicap.

7. Specific Learning Disabilities - A disorder in one or more of the basic psyshological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental disadvantage.

8. Other Health Impaired - Students having limited strenght, vitality and alertness for school work as a result of poor diet, T. B., rheumatic fever, etc. Other examples might be nephritis, infectious hepatitis, epilepsy, infectious mononucleosis, hemophilia, leukemia, and diabetes.[1]

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[1]Georgia State Department of Education Release, August 1974.

REVIEW OF LITERATURE

A "quiet revolution"[2] has been fought within American education during the past five years. Its objective is to establish for the handicapped the same right to an education which already exist for the nonhandicapped. These students because of their mental, physical, emotional, or learning problems require special education services they are not receiving. The lack of proper services, and facilities prevent many handicapped children from progressing and in many cases even prevents them from attending the regular school program.

From a statistical perspective, the problem is staggering. "Overall, about seven million youngsters in the United States suffer some form of physical and/or mental handicap."[3] According to the United States Office of Education, less than fifty percent of these children receive the education they need and in some states less then fifteen percent.

There is no doubt the handicapped have been and continue to be treated as a powerless minority.

> "With minor exceptions, mankind's attitudes toward its handicapped population can be characterized by over

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[2]The Phrase "Quiet revolution," Paul R. Dimond, "The Constitutional Right to Education: "The Quiet Revolution," The Hastings Law Journal, vol. 24, 1973, pp. 1087-127.

[3]Frederrick Weintraub et al., State Law and Education of the Handicapped: Issues and Recommendations (Arlington, VA: The Council for Exceptional Children, 1971), p. 7.

> whelming prejudice. The handicapped are systematically isolated from the mainstream of society. From ancient to modern times, the physically, mentally, or emtionally disabled have been alternatively viewed by the majority as dangers to be destroyed, as nuisances to be driven out, or as burdens to be confined . . . Treatment resulting from a tradition of isolation has been invariably unequal and has operated to prejudice the interests of the handicapped as a minority group.[4]

Recent court decisions are saying handicapped children should not be denied equal educational opportunities and the proper special educational services must be provided. The courts have ruled inadequate funding is no excuse for inadequate programs. Futhermore, the courts are requiring schools to follow policies of least restrictive placements of handicapped students. This means settings for educational programs must be as close to normal as possible. The concern is to maintain the student in that setting which is most normal and in which he/she can learn most effectively.

> The basis for this challenge comes from the equal protection clause of the Fourteenth Amendment to the U. S. Constitution, which guarantees to all the people equal protection of the laws. Basically, this means what is done to some people must be done to all persons on equal terms. Thus a state may not set up separate systems and procedures for dealing with diffential treatment can be demonstrated. During the 1950's and the early 1960's, the use of the equal protection concept by the Warren Court as a rationale for achieving social justice resulted in the Fourteenth Amendment being ingrained into the basic fabric of American Justice.[5]

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[4]Brief of amicus curiae, Lori Case v. State of California, Civil No. 13127, Court of Appeals, Fourth Dist. Calif., Filed Dec. 14, 1973, p. 1a.

[5]Frederick Weintraule and Alon Abeson, New Education Policies for the Handicapped:"The Quiet Revolution," Phi Delta Kappan, vol.197, pp. 526.

Two landmark United States Districk Court decisions in 1971, started this era in education for the handicapped.

The first decision, in Pennsylvania, held that all mentally retarded children in that state must be provided with an education at public expense.

The second, in the District of Columbia, extended that principal to cover all handicapped children.

The consequences of these decisions was an explosion of suits in other states seeking, and obtaining, the same end.

Now, however, the courts have provided direction and it is up to the states and local school districts to comply with the law by providing programs, services and facilities to meet these inadequaties.

EXECUTING THE PRACTICUM

Goals:

1. To provide special educational needs for selected handicapped students.

2. To increase selected student's level of competency for entry into and advancement in a chosen occupation.

3. To increase selected student's level of competency in academic areas.

4. To provide an atmosphere and activities in which selected students may experience success in improving their social adjustments and self-realization skills.

Objectives:

1. That at least 95 percent of the 16 selected students remain actively enrolled in school during the 1974-75 school year.

2. That during the first four attendance months of 1974-75 at least 70 percent of the 16 students reduce his/her class tardiness and absence over the same time period of the previous school year, 1973-74.

3. That during the 1974-75 school year at least 70 percent of the target students improved his/her overall grade average over the previous year.

4. That during the 1974-75 school year at least 70 percent of the students show improvement in his/her:
    a. appearance, by (1) wearing clean, neat, and appropriate clothing and (2) practicing neater personal grooming.
    b. dependability, by being prompt, trustworthy, following directions, and meeting obligations.
    c. adaptability, by improving listening skills, reacting positively and adjusting to different assignments easily.
    d. ability to get along with other persons, by being cooperative, well mannered and improving his/her social and emotional stability.
    e. attitude, by being enthusiastic toward improving his/her willingness to work and progress.
    f. initiative, by practicing to the best of his/her capability the skill to work without direct supervision.
    g. willingness to accept suggestions, by (1) showing a desire to improve, (2) seeking teacher or supervision assistance, and (3) following through with the assignments.
5. That at least 80 percent of the twelfth grade students gain active employment.

6. That at least 80 percent of the actively employed students perform their occupational tasks satisfactorily.

THE PROGRAM

At Cherokee High School a special needs program in Vocational Education for selected handicapped students was begun as a Nova practicum in cooperation with the Georgia Department of Vocational Education. It sought to provide equal educational opportunities for handicapped students which were already being provided for the non-handicapped. The program, to be called Vocational Education Awareness Program (VEAP), used an interdisciplinary approach and focused on providing handicapped learners with the competencies necessary to enter into and advance in a chosen occupation. Every effort was made to keep the handicapped students in the mainstream of the school curriculum, with modifications and special emphasis as needed.

The Vocational Education Awareness Program was coordinated by a vocational specialist, assisted by three interdisciplinary team members in addition to the vocational supervisor and principal.

In addition to the interdisciplinary team, the vocational specialist worked jointly with counseling services, vocational rehabilitation, parents, local business and industry, students and other teachers as needed, in developing and conducting the special needs program.

Funding for the project was provided under the ten percent set aside funds according to the provisions of the Vocational Education

Act of 1968. The practicum was implemented in August 1974, and evaluated May 1975.

Administration:

The writer, as principal of Cherokee High School and as a Nova participant, spearheaded the innovative program by helping prepare the proposal. The proposal was submitted and approved by the Superintendent, Cherokee County Board of Education and the State Department of Education in May 1974. Cherokee High School was selected as one of the 23 pilot projects in the state of Georgia for the following reasons: (1) a committment from the principal in planning, developing and implementing the new special needs program, (2) a sufficient number of handicapped students available within the school, (3) a sufficient number of related services required to insure the success of the program, (4) sufficient number of training stations for the cooperative phase of the program, and (5) the necessary staff with expertise to work with handicapped students.

As planning and implementation of the program progressed, the practitioner set the tone and provided the general climate for its functioning. He was responsible for developing and implementing the program by:

1. Serving on the interdisciplinary committee.
2. Fitting the Vocational Education Awareness Program related classes into the master schedule.

3. Recognizing the Vocational Education Awareness Program as a regular and necessary class in the high school curriculum.
4. Recognizing the vocational specialist as a regular member of the faculty.
5. Cooperating with the vocational specialist in the selection of handicapped students and in making the school records available.
6. Making provisions for class trips.
7. Observing and supervising activities.
8. Visiting the training stations.
9. Facilitating the procurement of related instructional material.
10. Accepting the responsibility for the development and success or failure of the program.
11. Informing the public about the need and effectiveness of the program.

Vocational Specialist:

A full time vocational specialist was employed and began work on July 1, 1974. She was charged with the responsibility of managing the existing school and community resources and formulating the interdisciplinary program necessary for assisting handicapped students to become productive and self-sufficient. In providing the program, the specialist was considered a regular member of the school staff and had classroom teaching responsibilities as well as coordination of all related activities. A major portion of the related activities focused on the work experience aspect of the program which required considerable coordination among the school, community, the student, and parents. The specialist coordinated all of these related activities and the interdisciplinary instructional program toward assisting each handicapped student in succeeding in a chosen occupation.

The vocational specialist's specific functions included:

1. Planning and prescribing, in cooperation with the students, parents, and appropriate school staff, personalized instructional programs, services and activities for handicapped students.
2. Providing group or individualized instruction to handicapped students in areas relating to personal development, job development, career exploration, and other areas affecting students' planning, preparation, and entry into work settings or occupations.

3. Providing resource assistance to appropriate school personnel in fulfilling the planned programs and activities for handicapped learners.
4. Identifying and developing on-the-job training sites or other work training experiences for handicapped learners including the placement, supervision, and evaluation of students.
5. Identifying and securing the necessary ancillary services facilitating the vocational development of handicapped learners from school, community, city, or state resources.
6. Monitoring the progress of handicapped learners participating in the instructional program and initiating appropriate adjustments in learning activities as needed.
7. Providing leadership in the selection, acquisition, and utilization of materials and other resources needed to meet the special vocational development needs of the handicapped.
8. Planning and implementing, in cooperation with instructors, guidance personnel, and other appropriate school staff, in-service activities designed to facilitate vocational development activities and services benefiting learners.
9. Providing leadership for curriculum revision in exploratory, prevocational, or vocational programs and related ares to meet the special needs of individual handicapped learner.

10. Participating in the cooperative planning and implementation of school programs and services of special education, vocational education, and vocational rehabilitation.

The Interdisiciplinary Team:

An interdisciplinary team was selected, organized, and began functioning during August 1974. The team, coordinated by the vocational specialist, consisted of a teacher from the mathematics, English (communications skills), and Special Education departments in addition to the vocational supervisor and principal. Teachers selected for the team showed a special interest in helping the handicapped. Each of the members was assigned one or more students in his/her classes.

The interdisciplinary team member was charged with the major responsibility of assisting in developing, implementing, and conducting, using existing school and community resources, a personalized instructional program for handicapped learners. Each member worked as a team to identify and design the curriculum in their individual discipline to collectively fulfill the special needs of handicapped students.

During August the interdisciplinary team members attended a workshop conducted by the University of Georgia. This workshop met on two separate weekends and focused on identifying and understanding the characteristics and special needs of handicapped students, and how the participants could work as a team to fulfill these needs. The workshop also provided the participants with

programmatic information necessary to develop and implement a program for handicapped learners. The principal and vocational director attended one of the workshops.

In September 1974, the interdisciplinary team began meeting weekly for the purpose of providing input for (1) planning, implementing, and conducting the program, and (2) prescribing a personalized instructional program for each of the handicapped students. In accomplishing the first role, interdisciplinary team members assisted the practitioner and vocational specialist in performing the following functions:

1. Establishing policies and procedures.
2. Identifying and securing school and community resources.
3. Establishing the importance and need for the program in the school and community.
4. Assisting the total school staff in modifying the curriculum to include handicapped students.
5. Evaluating the program.
6. Developing a productive interdisciplinary team.
7. Fulfilling all state requirements.

The second role of prescribing a personalized instructional program for handicapped students was accomplished by team members in the following ways:

1. Assisting in collecting data to assess students.
2. Assisting in prescribing an individualized program for students.

3. Identifying and developing instructional content and materials for learners in their existing curriculum.
4. Presenting group and/or individualized instructional content within a discipline.

Public Relations:

Public relations played an important role in the implementation, development and success of this program. The Vocational Education Awareness Program was presented to many people, from the individual students and their parents, to the business people, teachers, and the general public. The end product was to develop awareness, create enlightenment, and stimulate involvement in all the people. In explaining the program the presenters structured his/her presentations according to their audiences interest.

The practitioner spoke to civic clubs and made announcements to the faculty, students and Parent Teacher Association. News releases were prepared by the vocational specialist for the county newspaper and radio station. Class field trips were made to 12 different locations, and 36 individual supervisory home visits were made by the vocational specialist during the school year.

Prior to opening of school the vocational specialist met with the counselors, department heads and the administration. The program was explained and a letter was drafted to the faculty.

The Students:

Sixteen students, in grades 9 through 12, were selected to participate in the Vocational Education Awareness Program. Each student had a physical or mental handicap and could not or was not succeeding in the regular school program. To be eligible each individual fulfilled the following conditions:

1. He/she met the criteria for classification as handicapped which have been established by the Georgia State Department of Education for the categories included in the definition in the Vocational Education Amendments of 1968.
2. He/she was diagnosed and classified by a staffing committee of qualified professional persons.
3. He/she was unable, because of handicapping conditions to succeed in vocational programs designed for persons without such handicaps.

Each individual was referred to the staffing committee by the vocational specialist after consultation with the student's teachers, guidance counselor, the special education department, and parents.

Each student's cumulative folder, permanent record, psychological test, health data and other pertinent information was reviewed. All students were interviewed by the vocational specialist to determine the amount of readiness for a vocational program. Students recommended to the staffing committee were those who could function in a vocational

class or occupational cluster when given the proper special attention.

Following is a listing of each student, their primary and secondary handicaps, achievements in reading and mathematics, expected grade placement and other pertinent information (See table 1). Only sixteen students were selected because of the time involved in the initial development and implementation of the program.

TABLE 1.

A LIST AND DESCRIPTION OF SELECTED HANDICAPPED STUDENTS FOR

THE VOCATIONAL EDUCATION AWARENESS PROGRAM

Student Name	Age	Race	Sex	Grade	Handicap Primary	Handicap Secondary	CA	MA	Achievement Reading	Achievement Math	Achievement EXP
1. A. G.	18	W	F	12	Speech[1]		18-2	16-8	12.0	6.9	12.2
2. B. B.	17	W	M	12	EMR[2]	Visual[4]	17-8	9-2	1.0	3.9	6.4
3. C. S.	16	W	M	10	B.D[3]		14-0	14-3	10.0	10.2	10.4
4. D. C.	16	W	F	10	B.D[3]	L.D[6]	16-1	13-8	8.6	2.9	9.3
5. D. G.	15	W	F	10	Speech[1]	EMR[2]	15-4	10-2	5.0	5.7	6.5
6. H. L.	17	W	M	10	EMR[2]	Speech[1]	17-4	11-8	5.6	4.4	8.2
7. J. D.	16	W	F	10	EMR[2]	Health[5]	16-5	9-6	3.7	4.4	6.2
8. M. T.	16	B	M	9	B.D[3]	LD[6]	15-10	13-4	8.5	2.2	8.8
9. Mc B.	18	B	M	12	EMR[2]		18-4	8-6	K.G. .7	2.3	6.0
10. Mc S.	16	B	F	9	EMR[2]		16-9	8-10	7.3	2.0	5.3
11. N. R.	17	W	M	10	B.D[3]	LD[6]	17-2	15-2	6.5	4.4	10.7
12. R. A.	14	B	F	9	EMR[2]		15-6	8-4	2.2	1.9	5.2
13. R. J.	17	B	F	12	Visual[4]	LD[6]	17-4	12-2	7.9	4.9	8.5
14. S. B.	17	W	M	10	EMR[2]	B.D[3]	13-11	10-8	K.G. .5	3.4	6.4
15. S. T.	17	W	M	10	B.D[3]		15-4	14-2	7.0	6.3	9.5
16. W. M.	17	W	M	10	B.D[3]	LD[6]	16-2	12-6	7.8	3.9	8.5

[1]Speech Impaired

[2]Educable Mentally Retarded

[3]Behavior Disorder

[4]Visually Handicapped

[5]Health Impaired

[6]Learning Disability

Scheduling:

In scheduling the students, the vocational specialist worked closely with the administration and guidance personnel.

Each student was scheduled in the VEAP classroom for one period each day, otherwise they were integrated into everyday classes alongside regular students. Attention was given to scheduling students with teachers who were receptive to their needs.

Flexability in scheduling was essential because of the necessity for students to explore different occupational opportunities within the school and community.

Counseling:

The vocational specialist counseled with each of the students and their parents to encourage favorable attitudes and to gain insight into their problems and aspirations. Many problems were identified and appropriate action designed to achieve modification was developed and implemented. When needed home supervisory visits were made by the vocational specialist.

Students were counseled toward exploring many different clusters of occupations with the object of becoming acquainted with and being exposed to as many varied work areas as possible. Many of the students changed career objectives several times. This was expected and desirable; in that exposure to many cluster of

occupations led to wiser decision making when the time came for the choice of a specific career. The students' career objectives became more specific as they progressed through the program.

Student Placement:

Each of the 16 students selected for the VEAP exhibited a wide range of disabilities (table 1). Before placing a student in the academic and occupational phases of the program he/she was evaluated in the areas of achievement, interest, ability, aptitude, and the nature of handicap (s). The vocational specialist, also assessed existing school and community resources for the purpose of matching these with the student's characterestics and needs. Each of the 16 students were placed in a personalized program according to where they were and where the evaluation indicated they wanted to go and were able to progress. The students were integrated into regular classrooms alongside other students. Recommendations for placement of the students was made by the vocational specialist and confirmed or modified by the interdisciplinary committee and counseling department. Adjustments in a student's placement was made when necessary.

The vocational specialist did not attempt to place a student in work experience until it was determined that he/she met the standards of employability. A student was termed ready for employment when he/she met or exceeded basic job requirements. Then the vocational

specialist showed a prospective employer tangible proof of the student's abilities. For instance, the vocational specialist would approach an employer and say, "this young man has demonstrated the necessary competencies for a custodian's job. He is courteous, punctual, and completes all assigned tasks. He communicates well enough to take care of anything that might come up in this job situation." Twelve of the VEAP students were determined to have met these standards and were placed in either part time or full time work experience during the school year.

The Instructional Program:

In executing the instructional program the vocational specialist prescribed a personalized educational and/or work experience program based upon the individual students needs matched with existing school and community resources. Instructional areas were identified and developed relating to personal development, job development, career exploration, and other areas which prepared students to enter the world of work.

In preparing for employment individuals progressed through one or more of the following instructional options: (see Table 2)

1. Orientation - This option provided selected learners with an orientation to the world of work conducted in an informal class situation. The orientation option focused on such topics:

TABLE 2

INSTRUCTIONAL MODULES PRESCRIBED TO INDIVIDUAL LEARNERS

STUDENTS	GRADE	PRESCRIBED INSTRUCTIONAL MODULES
1. A.C.	12	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training.
2. B.B.	12	1) orientation, 2) pre-vocational, 3) on-the-job.
3. C.S.	10	
4. D.C.	10	1) orientation, 2) pre-vocational, 3) extended day program.
5. D.G.	10	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training.
6. H.L.	11	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training, 5) full time employment.
7. J.D.	11	1) orientation, 2) pre-vocational.
8. M.T.	9	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training.
9. M^{C}.B.	10	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training.
10. M^{C}.S.	10	1) orientation, 2) pre-vocational, 3) exploration, 3) skill training.
11. N.R.	10	1) orientation, 2) pre-vocational, 3) exploration, 3) skill training.
12. R.A.	11	1) orientation, 2) pre-vocational, 3) skill training, 4) remedial Edu.

13. R.J.	12	1) orientation, 2) pre-vocational, 3) exploration.
14. S.B.	10	1) orientation, 2) pre-vocational, 3) skill training, 4) skill training.
15. S.T.	10	1) orientation, 2) pre-vocational, 3) exploration.
16. W.M.	10	1) orientation, 2) pre-vocational, 3) exploration, 4) skill training, 5) on-the-job.

employability skills; general requirements for work; interpretations of labor laws; dessemination of work do's and don't's; job application; interview techniques; explorations of vocational education programs in the high school; speakers from business and industry; etc. (A listing of the vocational and pre-vocational areas available to students in the Cherokee High School curriculum is given in Appendix I).

2. Pre-vocational - This instructional option was provided students by contracting with selected vocational teachers. This option included the programs available in the Cherokee High School (See Appendix I).

3. Exploration - The vocational specialist provided selected students with exploration activities to acquaint them with the world of work. These activities included: on-the-job observations without pay; enrollment in rotation vocational educational programs; observation of selected activities in business and industry (field trips); etc. (See Table 3). Activities were prescribed and monitored by the vocational specialist.

4. Skill Training - In this option selected learners were provided with specific indepth skill training. These skills were obtained in regular occupational trade classes. The skill training activities were prescribed and monitored by

the vocational specialist. The vocational specialist assisted in developing individualized instructional materials for skill training.

5. On-The-Job - In this setting selected students were provided with on-the-job training either in a preselected occupation, based on career objectives of the learner or as a general work experience activity.
6. Full Time Employment (40 hours per week) - The vocational specialist assisted selected students in obtaining full time employment with a related instructional program when the student was determined ready. These cases were assisted in job related problems, social and peer adjustment, tutoring in regular classes and specific instruction related to the selected occupations. The vocational specialist also monitored the progress and development of these individuals.
7. Extended Day Program - Selected students were provided the option of attending night school classes or evening courses at the Pickens or Marietta Area Vocational Technical School. This option could be planned in addition to the regular day program or employment. It could be taken where scheduling is a conflict or where a special area interest is being fulfilled. This optional objective is monitored by the vocational specialist.

TABLE 3

OBSERVATIONAL FIELD TRIPS TAKEN BY VOCATIONAL EDUCATION AWARENESS STUDENTS DURING 1974-75 SCHOOL YEAR

SITES VISITED	LOCATION
Karen Sportsware Manufacturing Company	Canton, Georgia
Canton Textile Company	Canton, Georgia
General Telephone Company	Canton, Georgia
Bell Telephone Company	Cartersville, Georgia
General Motors Plant	Atlanta, Georgia
Frito Lay Company	Atlanta, Georgia
Cherokee County Courthouse	Canton, Georgia
Haynes Lumber Company	Cherokee County
Floyd Togs Sewing Plant	Canton, Georgia
Museum of Art	Atlanta, Georgia
Central Soya Poultry Production	Cherokee County

8. Placement in Sheltered Workshops - The program provided placement in sheltered workshop for those individuals who, because of their handicapping situations, could not obtain employment in the regular work setting. The sheltered workshop, located in Apple Valley, Georgia, and sponsored by the State Department of Vocational Rehabilitation involved students in light manufacturing work where production was not dependent upon speed. This option was not recommended except for extreme handicapped cases only. The vocational specialist had the responsibility of monitoring the progress and development of these persons.
9. Remedial Education - A remedial education option was provided for those selected students who would not benefit from the other options. This remedial program included both vocational and academic subjects such as reading, mathematics, and communication (English). The vocational specialist monitored the progress and development of these selected students.
10. Regular High School Program - In this option selected students were assisted in completing their high school requirements, or in extreme cases, completing the high school equivalency requirements. Tutoring, class guidance, and remedial work was the responsibility of the vocational specialist to assist in passing the equivalent test (Georgia Equivalency Diploma)

requirements for a high school diploma. This option was recommended if the vocational development of the student would substantially be improved from this action. This option would also be under close contact of the vocational specialist.

Training Plan:

The coordinated instructional program between the school and the work station, supported by consistent and meaningful follow up, formed the back bone of the school training plan.

A training agreement and training plan was developed for each selected individual, after conferences with the learner, the specialist, the employment supervisor and other personnel. (See Appendixes I and II). Outlined in the training plan were tasks and expectations of the job, along with suggestions for ways in which the student can prepare for advancement in his/her chosen occupational interest area.

The learner will profit from VEAP only to the extent that he is willing and able to accept the responsibility for his/her own learning. He/she must be a willing and active participant in the planning and implementation of his own instruction both in school and on the job.

THE RESULTS

Enrollment:

Permanent records of the VEAP enrollees show that 93.75 percent remained actively enrolled in school during the 1974-75 school year. Only one student withdrew because he was committed to a youth development center by juvenile authorities.

Although this objective was short by 1.25 percent, the student that was forced to withdraw continued his education.

Attendance and Tardiness:

Table 4 presents each student's first four months (80 days) attendance and tardy record of 1974, compared with the same period of time for the previous year of 1973.

1. Attendance:

   As indicated in Table 4, during the first four attendance months of 1974-75 at the time this practicum was begun 66.6 percent of the enrollees improved his/her absences from the same time period of the previous year. Ten of the students increased their number of days attendance by a total of 42. Two students' attendance remained the same while three dropped a total of nine days.

2. Tardiness:

   Seventy-three of the enrollees reduced their class tardiness

TABLE 4

ATTENDANCE AND TARDINESS OF STUDENTS FOR
FIRST FOUR MONTHS (80 DAYS)*

	1973-74		1974-75			
STUDENT	DAYS ABSENT	TIMES TARDY	DAYS ABSENT	TIMES TARDY	DIFFERENCE ABSENT	TARDY
1. A.G.	3	4	5	5	-2	-1
2. B.B.	3	3	5	2	-2	+1
3. C.S.	30	11	WD---	---	---	---
4. D.C.	15	6	14	4	+1	+2
5. D.G.	4	4	1	2	+3	+2
6. H.L.	2	0	1	0	+1	0
7. J.D.	5	3	5	2	0	+1
8. M.T.	10	12	15	13	-5	-1
9. McB.	1	3	3	1	+2	+2
10. McS.	12	7	3	4	+9	+3
11. N.R.	6	0	1	0	+5	0
12. R.A.	15	8	11	7	+4	+1
13. R.J.	12	4	10	3	+2	+1
14. S.B.	15	9	2	1	+13	+8
15. S.T.	6	5	8	2	+2	+3
16. W.M.	1	1	1	0	0	+1
Totals	140	80	85	46		

Percent students gaining in attendance--66.66
Percent students gaining in tardiness--73.33

*Teachers attendance reports

for the first four months of the practicum compared to the same time period of the previous year (see student data in Table 4). For eleven of the students class tardiness was decreased by an average of 2.55 times. Two of the students were not tardy either period of time, while two others were tardy only one additional day during the first four months of 1974.

3. Grades:

The overall yearly grade average was used as a tool by which student progress was measured. The results of student performance is presented in Table 5, a comparison of each enrollee's overall numerical grade average in all subjects for 1973-74 with 1974-75.

These results indicate that gains were made by 73.33 percent of the students during the 1974-75 school year. An analysis of the records revealed the following:

1. Eleven students gained 80.73 grade points.
2. Fifteen students earned an additional twelve units of credit.
3. Four students decreased in total grade points, two of these earned nine full units of course credit.

TABLE 5

A COMPARISON OF EACH ENROLLEE'S OVERALL NUMBERICAL GRADE AVERAGE IN ALL SUBJECTS FOR 1973-74 WITH 1974-75*

	1973-74		1974-75			
STUDENT	GRADE AVERAGE	UNITS EARNED	GRADE AVERAGE	UNITS EARNED	GAIN	LOSS
1. A.G.	77.33	4.50	89.33	4.50	12.00	
2. B.B.	77.14	3.50	75.00	5.00		2.14
3. C.S.	WD----------					
4. D.C.	67.44	3.50	73.33	3.00	5.89	
5. D.G.	75.10	4.00	79.25	4.25	4.15	
6. H.L.	72.20	4.00	75.16	5.25	2.96	
7. J.D.	65.71	4.50	75.43	5.50	9.72	
8. M.T.	55.22	.50	50.57	0.00		4.65
9. McB.	75.16	5.00	79.90	5.50	4.74	
10. McS.	65.80	2.00	62.00	0.00		3.80
11. N.R.	62.80	1.00	73.80	4.00	11.00	
12. R.A.	67.64	3.00	73.55	5.50	5.91	
13. R.J.	82.20	5.00	79.88	4.00		2.32
14. S.B.	66.20	3.00	78.00	6.00	11.80	
15. S.T.	75.44	4.50	80.00	4.00	4.56	
16. W.M.	66.00	.50	74.00	4.00	8.00	
TOTAL		48.50		60.50	80.73	12.91
AVERAGE	70.09	3.23	74.61	4.03	7.34	3.23

*Student's permanent reocrds

TABLE 6

EVALUATION OF STUDENT'S PERSONAL QUALITIES
FOR THE BEGINNING AND ENDING MONTHS OF SCHOOL TERM 1974-75

*RATINGS: 1-NEEDS HELP, 2-WEAK, 3-AVERAGE, 4-GOOD

STUDENT	PERSONAL QUALITIES											
	ABILITY TO GET ALONG			APPERANCE			DEPENDABILITY			ADAPTABILITY		
	SEPT 1974	MAY 1975	DIFF	SEPT 1974	MAY 1975	DIFF	SEPT 1974	MAY 1975	DIFF	SEPT 1974	MAY 1975	DIFF
1. A.G.	3	4	+1	3	4	+1	3	4	+1	3	4	+1
2. B.B.	3	3	0	3	3	0	2	3	+1	1	1	0
3. C.S.	1	WD----------										
4. D.C.	1	2	+1	2	3	+1	2	2	0	1	2	+1
5. D.G.	2	3	+1	3	4	+1	2	3	+1	2	3	+1
6. H.L.	3	4	+1	2	2	0	3	4	+1	3	3	0
7. J.D.	2	3	+1	2	4	+2	1	3	+2	2	2	0
8. M.T.	2	2	0	2	3	+1	2	2	0	2	3	+1
9. Mc.B.	3	4	+1	1	2	+1	3	4	+1	1	2	+1
10. Mc.S.	1	2	+1	2	2	0	1	1	1	1	1	0
11. N.R.	1	2	+1	3	3	0	1	2	+1	2	3	+1
12. R.A.	2	3	+1	1	2	+1	1	2	+1	2	3	+1
13. R.J.	2	3	+1	3	4	+1	3	3	0	3	3	0
14. S.B.	3	3	0	1	2	+1	2	4	+2	2	3	+1
15. S.T.	2	2	0	1	1	0	2	3	+1	2	3	+1
16. W.M.	2	3	+1	3	3	0	2	3	+1	2	3	+1

STUDENT	PERSONAL QUALITIES								
	JOB ATTITUDE			INITIATIVE			ACCEPTS SUGGESTIONS		
	SEPT 1974	MAY 1975	DIFF	SEPT 1974	MAY 1975	DIFF	SEPT 1974	MAY 1975	DIFF
1. A.G.	3	4	+1	2	3	+1	3	4	+1
2. B.B.	1	2	+1	1	2	+1	1	2	+1
3. C.S.	1	WD----------							
4. D.C.	1	2	+1	1	2	+1	1	2	+1
5. D.G.	2	4	+2	1	2	+1	1	3	+2
6. H.L.	3	4	+1	2	3	+1	3	4	+1
7. J.D.	2	3	+1	2	2	0	2	3	+1
8. M.T.	2	2	0	2	3	+1	1	2	+1
9. Mc.B.	2	3	+1	2	2	0	1	2	+1
10. Mc.S.	1	1	0	1	1	0	1	1	0
11. N.R.	1	2	+1	1	2	+1	1	2	+1
12. R.A.	1	2	+1	1	2	+1	1	2	+1
13. R.J.	2	3	+1	2	3	+1	2	3	+1
14. S.B.	2	3	+1	3	4	+1	3	4	+1
15. S.T.	2	3	+1	2	3	+1	2	3	+1
16. W.M.	2	3	+1	2	3	+1	2	2	0

*Consolidated by the Vocational Specialist from teacher's monthly report.

4. Personal Qualities:

Teacher's opinion about the progress and achievement of each student's personal qualities relating to his/her overall performance was continually observed and reported monthly to the vocational specialist. Teacher's evaluated each student's appearance, dependability, adaptability, cooperation, enthusiasm, initiative, and willingness to accept suggestions. The student evaluation form used for this purpose can be found in Appendix III.

Data given in Table 6 compares the progress of each student's personal qualities as observed by his/her teachers at the beginning (September 1974), and again at the end of the school term (May 1975).

These results indicate that 74.86 percent of the students improved his/her overall personal qualities during the 1974-75 school year (See Table 7).

Employment:

Three of the VEAP students were classified as twelfth graders. All three or 100 percent of these students gained active employment during the second semester of the school term. One student was employed as a library aid, another worked in the Jasper Sewing Plant, while the third student was employed at the Cherokee County Cab Company (see table 8).

TABLE .7

STUDENT IMPROVEMENT IN PERSONAL QUALITIES
FROM SEPTEMBER 1974 TO MAY 1975

PERSONAL QUALITIES	GAIN	LOSS	EVEN	PERCENT IMPROVEMENT
1. Accepts suggestions	13	0	2	86
2. Job attitude	13	0	2	86
3. Initiative	12	0	3	80
4. Ability to get along with others	11	0	4	73
5. Dependability	11	0	4	73
6. Adapability	10	0	5	66
7. Appearance	9	0	6	60

TABLE 8

STUDENT EMPLOYMENT PERFORMANCE RECORD*

NAME	GRADE	JOB	PERFORMANCE		
			POOR	FAIR	GOOD
1. A.G.	12	Library Aid	X		
2. B.B.	12	Cherokee Cab Company		X	
3. C.S.	10	None	--	--	--
4. D.C.	10	None	--	--	--
5. D.G.	10	Library Aid		X	
6. H.L.	11	Canton Textile Mill		X	
7. J.D.	11	National Youth Corps	X		
8. M.T.	9	None	--	--	--
9. M.T.	10	M & L Aquatic (Welder)		X	
10. MC.S.	10	None	--	--	--
11. MC.S.	10	Trucking			X
12. R.A.	11	National Youth Corp		X	
13. R.J.	12	Jasper Sewing Plant		X	
14. S.B.	10	Canton Textile Mill			X
15. S.T.	10	National Youth Corp		X	
16. W.M.	10	Canton Service Station		X	

*From vocational specialist's reports.

Occupational Task Performance:

Twelve of the sixteen VEAP students were actively employed during the second semester of the 1975 school term. According to monthly evaluation reports, ten of the twelve students, or eighty-three percent, performed his/her occupational tasks satisfactory. Only two, or seventeen percent of the students, failed to perform satisfactory according to the vocational specialist reports (See Table 8).

CONCLUSIONS

This concludes the practicum report and evaluation for the Vocational Education Awareness Program for handicapped students in the Cherokee High School. The rationale has been stated, the need and goals determined and implementation procedures explained.

The results of evaluative data supports positive changes in the behaviors of the selected handicapped learners. This practicum has achieved its primary goal.

Through these changes handicapped students are demonstrating in various degrees the competencies necessary for entry into and advancement in a chosen occupation. The impact of this program upon the attitude of teachers, students, employers and others toward awareness of the handicapped students is noticeable throughout the school program and community.

RECOMMENDATIONS

This writer recommends that the Vocational Education Awareness Program for handicapped students be continued in the Cherokee High School curriculum with attention given to the following:

1. To explore more economical ways of adequately meeting the special needs of handicapped students.
2. To provide in-service programs for all teachers for the purpose of cultivating an awareness, creating a sensitivity, and improving teaching competencies relating to fulfilling the special needs of the handicapped.
3. To provide closer coordination with the special education department.
4. To broaden the interdiscipline team to include a teacher from the social studies department.
5. To develop an active and functional advisory committee.

APPENDIX I

VOCATIONAL AND PRE-VOCATIONAL AREAS IN CHEROKEE HIGH SCHOOL CURRICULUM

AREA	SUBJECT	TEACHER
AGRICULTURE	Agriculture	Howell
	Horticulture	Ware
BUSINESS AND OFFICE	Accounting	Vaughn
	Bookkeeping	Goree
	Business Math	Whitt
	Business Law	Goree
	Clerical Practice	Mashburn
	Data Processing	Moore
	Into. to Business	Weems
	Business Machines	Smith
	Office Procedures	Smith
	Recordkeeping	Vickers
	Shorthand	Goree
	Typing	Garland
	VOT-Vocational Office Training	Smith
COMMUNICATIONS AND MEDIA	Radio and Journalism	D. Street
	Dramatics	Johnston
CONSTRUCTION	Construction	Smith
	Drafting	Mayton
	Electricity	Mann
	Housewiring	Smith
	Metals	Fann
	Plumbing	Smith
ENVIRONMENT	Enviromental Science	Ridenhour
	Grounds Design	Juers
	Landscaping	Juers
FINE ARTS AND HUMANITIES	Art	Stone, Mathews, Wages
	Music	Alford, Stafford, Carson
	Psychology	Tomlison
	Sociology	Tomlison
	Interior Design	Yarbrough

(Continued)

HEALTH	First Aid	D. Pittman
	Infant and Child Care and Development	Tucker
HOSPITALITY AND RECREATION	Physical Education	Ely
	Teenage Development	Daves
	Creative Foods	Yarbrough
INDUSTRIAL ARTS	Woods	Cline
	Drafting	Moody
	Graphic Arts	Thomason
MARKETING AND DISTRIBUTION	DCT-Distributive Cooperative Training	Woodall
OCCUPATIONS		
PERSONAL SERVICES	Home Economics	Benning
		Tucker
		Howard
TRANSPORTATION	Auto Mechanics (Power Transportation)	Greer

APPENDIX II

TRAINING AGREEMENT-QUARTER 1, 2, 3, 4

School _____
Employer _____
Supervisor _____
Street _____
City _____ Phone _____
Job Title _____

Trainee _____
Street _____
City _____ Phone _____
Social Security No. _____
Grade _____ Age _____
Date of Birth _____
Rate of Pay _____
Date Employment Begin _____
Expected Completion Date _____

Title of VEAP Class _____

Job Activities: _____ % Time _____

_____ _____

_____ _____

_____ _____

AGREEMENT: This training plan is an informal contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year.

Special Knowledge Needed: _____

_____

SCHEDULE OF TASKS TO BE LEARNED AND/OR PERFORMED ON THE JOB		RELATED INSTRUCTION AND INDIVIDUAL PROJECTS		
Name of Tasks	Evaluation	Assignment/or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		

APPENDIX III

STUDENT EVALUATION REPORT

Progress Report for _____ Assignment _____

Class Period _____ Period of Evaluation: From _____ To _____

Please give your opinion about the progress and achievement of this Student so that he/she can be assisted in making improvement.

CLASS ASSIGNMENT OR OCCUPATIONAL TASKS	POOR	FAIR	GOOD	GRADE	SUGGESTED IMPROVEMENTS
					(use back of page if necessary)

PERSONAL QUALITIES RELATING TO OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: Gets to work on time No. of Times Absent No. of times Tardy				
Appearance: Neat, well groomed, appropriately dressed				
Dependability: Prompt, trustworthy, follows directions, meets obligations				
Adaptability: Catches on fast, follows detailed instructions well, can swith jobs easily				
Ability to get along: Cooperative, well mannered, has social and emotional stability				
Job Attitude: Enthusiastic, a good team worker willing to work and cooperate, desires to improve				
Initiative: Ability to work without supervision, sees things to do				
Accepts suggestions: Eager to improve, seeks assistance, follows through				

If there are problems with this student, describe these on the back of this report.
Do you wish a conference? Yes _____ No _____

Date _____ Signature _____